

HLTH AGE 4P03: LEISURE AND RECREATION IN LATER LIFE

Fall 2021

Instructor: Kaitlin Wynia Baluk
Email: wyniak@mcmaster.ca
Lecture: Monday 11:30 to 2:20pm

Office: Virtual
Office Hours: Tuesdays 9am to 11am
or by appointment.

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	4
Course Evaluation – Details	4
Participation (15%), ongoing Week 1-14	4
Assignment 1: News Item Analysis (15%), October 8 th at 11:59pm.....	4
Assignment 2: Reflexive Journal (20%), due October 29 th at 11:59pm.....	4
Assignment 3: Thesis and Annotated Bibliography (15%), due November 19 th at 11:59 pm.....	5
Research Paper (35%), due December 10 th at 11:59 pm.....	5
Weekly Course Schedule and Required Readings	5
Week 1-2 (Sept 7- Sept 18).....	5
Week 3 (Sept 20- Sept 25).....	6
Week 4 (Sept 27 – Oct 2).....	6
Week 5 (Oct 4 – Oct 9).....	6
Week 6 (Oct 11- Oct 16).....	7
Week 7 (Oct 18- Oct 23).....	7
Week 8 (Oct 25- Oct 30).....	7
Week 9 (Nov 1 – Nov 6)	8
Week 10 (Nov 8- Nov 13).....	8
Week 11 (Nov 15- Nov 20).....	9
Week 12 (Nov 22- Nov 27).....	9
Week 13 (Nov 29-Dec 4).....	10
Week 14 (Dec 6 – Dec 8).....	10

Course Policies	11
Submission of Assignments.....	11
Grades.....	11
Late Assignments	11
Course Modification.....	11
University Policies	12
Academic Integrity	12
Authenticity / Plagiarism Detection	12
Courses with an On-line Element	12
Online Proctoring.....	13
Conduct Expectations.....	13
Academic Accommodation of Students With Disabilities	13
Requests For Relief For Missed Academic Term Work.....	13
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	13
Copyright And Recording.....	14
Extreme Circumstances.....	14
Faculty of Social Sciences E-mail Communication Policy	14

Course Description

This seminar course focuses upon characteristics of the aging population and the theoretical aspects of aging related to recreation, leisure, and lifestyle. Practical aspects of recreation and leisure program development are explored, with a focus on delivery and facilitation for both older adults in community and institution settings. Students will become familiarized with a variety of theoretical perspectives on leisure and recreation in later life. This first section of the course will furthermore entail considering the meanings of age, old age, and the role of leisure and recreation in the lives of older adults. Students will critically and reflexively explore course themes, such as relationships, space and age-friendliness, infrastructure, COVID-19 and technology, and fitness, health, and body image as they relate to leisure, recreation, and lifestyle in later life.

Course Objectives

By the end of the course students should be able to:

- Identify theories, concepts, and current issues related to leisure and recreation in later life.
- Examine current issues related to later life leisure and recreation from a variety of theoretical perspectives.
- Reflexively consider a leisure activity and subsequently gather, review, and critically examine representations of older adults involved in this activity.
- Hone critical thinking, analysis, communication, and writing skills via class discussion and the development of an original research paper focused on recreation and leisure for older adults.

Required Materials and Texts

There is no required text for this course. Required readings will take the form of journal articles, book chapters, news articles, and multimedia (podcasts, video, etc.). Links to these online readings and other media corresponding to weekly topics may be found on Avenue To Learn (A2L).

Class Format

This course will take place both online and virtually. Each week, I will post a short video lecture on Avenue to Learn using Echo360 that is focused on the theme and assigned readings outlined in the course schedule. These video lectures are intended to be a 'jumping off' point for virtual synchronous class discussion and exercises that will take place on Zoom during class time (Mondays at 11:30 am).

This course is structured according to a collaborative learning model. This model for teaching and learning is built on the assumption that often we can learn more together than we can alone. For this reason, student participation is very important. As the

instructor, I aim to help foster a safe and inclusive learning environment, facilitate the sharing of ideas, and provide opportunities for students to apply their knowledge and make connections between that gained in this course, other courses in their post-secondary education, and personal experiences or work histories. Self-reflection, open exchange of ideas, and critical analysis are highly encouraged.

Course Evaluation – Overview

1. Participation- 15%, ongoing
2. Assignment 1: News Item Analysis- (15%), due October 8th
3. Assignment 2: Reflexive Journal- (20%), due October 29th
4. Assignment 3: Thesis and Annotated Bibliography- (15%), due November 19th
5. Research Paper- (35%) due December 10th

Course Evaluation – Details

Participation (15%), ongoing Week 1-14

To encourage and reward participation, participation is weighted quite heavily for students' overall grade in this course. There are three ways that participation will be assessed:

1. Each week, students will engage in class discussion. Engagement may take the form of raising questions, responding to questions, making thoughtful comments, and sharing knowledge or perspectives.
2. Each week (w2-5,7-13), students will complete in groups a short writing exercise, that they will hand-in at the end of class. If needed, students can have until the end of the day to submit the short assignment (Monday night by 11:59 pm).
3. In Week 1, students will sign up for a 'class facilitation' time slot. In the class facilitations, students will share what stood out to them or what they learned from the required readings. They will also pose a question and lead a class discussion. Class facilitations should be approximately 5 to 10 minutes.

Assignment 1: News Item Analysis (15%), October 8th at 11:59pm

Students will retrieve a news item (video, article) from the past year that reports on the involvement of older adults in the students' selected recreation activity (see Assignment Two). Leveraging course readings and knowledge gained in the course, the students will provide a description and evaluation of the item and how it represents the recreation activity, age, and old age. This assignment should be roughly 4-5 pages doubled-spaced, excluding title and reference pages.

Assignment 2: Reflexive Journal (20%), due October 29th at 11:59pm

Students will select a leisure and recreation activity that they do not normally or have never practiced. From Weeks 2 to 7 students will engage in this activity at least once a week for a half-hour or longer, but preferably more. Over the weeks, students will reflexively consider

their experiences in light of course content and will record their observations in a journal. There will be a total of five journal entries. Each journal entry will be approximately a ½ page to a page doubled-spaced. To prompt to critical reflection, students will use the DEAL model (Describe, Examine, and Articulate Learning). This model will be further discussed in class.

Assignment 3: Thesis and Annotated Bibliography (15%), due November 19th at 11:59 pm.

Students will develop a thesis statement for their final paper. The thesis statement should be a clear and concise (1-3 sentences), arguable, and specific claim that they will defend in their final research paper. The thesis statement should indicate a suggestion for promoting positive change within the field of leisure and recreation. In other words, they will propose change, and give an argument on why this change is necessary or important. If students would like, they can include a paragraph below that describes their plan for defending this thesis (an outline). This optional component of the assignment will not be graded but can offer students an opportunity to get additional feedback.

The bulk of this assignment will be an annotated bibliography. Students will select and review 5 key sources that informed the thesis statement. First, they will provide the bibliographic references for each according to standard APA format. Second, they will provide a one-paragraph summary per source that outlines key points and its relevance to the chosen policy issue. The annotated bibliography will be 2 to 4 pages double spaced.

Research Paper (35%), due December 10th at 11:59 pm.

Students will draft a research paper about their selected recreation activity, broadly speaking (the arts, fitness, sport, technology, the spaces or cultures where the chosen activity takes place, etc.). The paper should propose positive change in the field of leisure and recreation in later life. It will include an introduction with the thesis statement and a defense of this statement that draws on relevant scholarly literature and is grounded with a particular perspective discussed in this course. There is substantial room in this research paper for creativity and for students to pursue a relevant topic of interest.

The paper should be between 8 and 10 double spaced pages. A minimum of 8 academic sources should be used. Grey literature (e.g. government reports) and course materials can be used to complement these sources.

Weekly Course Schedule and Required Readings

Week 1-2 (Sept 7- Sept 18)

Sept 13 – Course Introduction

Readings:

- Novek, S., & Menec, V. H. (2014). Older adults' perceptions of age-friendly communities in Canada: A photo voice study. *Ageing and Society*, 34(6), 1052-1072. doi:10.1017/S0144686X1200150X

Notes:

- Introductory information and survey posted on Sept. 7th.
- Sign-up for class facilitation.

Week 3 (Sept 20- Sept 25)

Sept 20 – Perspectives - Gerontology

Readings:

- Brown et al. 2008, The link between successful aging and serious leisure. The International. *Journal of Aging and Human Development*, 66(1), 73-95. doi:[10.2190/AG.66.1.d](https://doi.org/10.2190/AG.66.1.d)
- Rozanova, J. (2010). Discourse of successful aging in The Globe & Mail: Insights from critical gerontology. *Journal of aging studies*, 24(4), 213-222. <https://doi.org/10.1016/j.jaging.2010.05.001>
- Toepoel, V. (2013). Ageing, leisure, and social connectedness: how could leisure help reduce social isolation of older people?. *Social indicators research*, 113(1), 355-372. <https://doi.org/10.1007/s11205-012-0097-6>

Notes:

- Group Assignment Due on Monday, Sept. 20 at 11:59 pm

Week 4 (Sept 27 – Oct 2)

Sept 27 – Perspectives – Feminist and Queer Perspectives

Readings:

- Olive, R., Osmond, G., & Phillips, M. (2021) Sisterhood, pleasure and marching: Indigenous women and leisure, *Annals of Leisure Research*, 24(1): 13-28, DOI: [10.1080/11745398.2019.1624181](https://doi.org/10.1080/11745398.2019.1624181)
- Oswald, A. G., & Giunta, N. (2021). Conceptualizing family and leisure in LGBTQ ageing. In *Families, Sport, Leisure and Social Justice* (pp. 151-163). Routledge.

Notes:

- Group Assignment Due on Monday, Sept. 27 at 11:59 pm

Week 5 (Oct 4 – Oct 9)

Oct 4 – Decolonializing Leisure

Readings:

- Viscogliosi, C., Asselin, H., Basile, S., Borwick, K., Couturier, Y., Drolet, M. J., ... & Levasseur, M. (2020). Importance of Indigenous elders'

contributions to individual and community wellness: results from a scoping review on social participation and intergenerational solidarity. *Canadian Journal of Public Health*, 1-15. <https://doi.org/10.17269/s41997-019-00292-3>

- Grimwood, B. S. (2021). On not knowing: COVID-19 and decolonizing leisure research. *Leisure Sciences*, 43(1-2), 17-23. Doi: 10.1080/01490400.2020.1773977

Notes:

- Group Assignment Due on Monday, Oct. 4 at 11:59 pm
- Assignment 1 Due on Friday, Oct. 8th at 11:59 pm.

Week 6 (Oct 11- Oct 16)

Reading Week

Week 7 (Oct 18- Oct 23)

Oct 18 – Disability Perspectives and Dementia

Readings:

- Baldwin, C. (2008). Narrative (,) citizenship and dementia: The personal and the political. *Journal of Aging Studies*, 22(3), 222-228. <https://doi.org/10.1016/j.jaging.2007.04.002>
- Norval, R.S., Henderson, F., Whittam, G. (2021). Playing the long game: Exploring the phenomenon of dementia-friendly golf. *Dementia*. doi:[10.1177/14713012211019498](https://doi.org/10.1177/14713012211019498)

Recommended:

- Genoe, M. R., & Dupuis, S. L. (2011). "I'm just like I always was": a phenomenological exploration of leisure, identity and dementia. *Leisure/Loisir*, 35(4), 423-452. DOI: [10.1080/14927713.2011.649111](https://doi.org/10.1080/14927713.2011.649111)

Notes:

- Group Assignment Due on Monday, Oct. 18 at 11:59 pm.

Week 8 (Oct 25- Oct 30)

Oct 25 – Fitness

Readings:

- Harvey, K., & Griffin, M. (2021). (In/Ex) clusive fitness cultures: an institutional ethnography of group exercise for older adults. *Ageing & Society*, 1-25. <https://doi.org/10.1017/S0144686X21000507>

- Wiest, A. L., Andrews, D. L., & Giardina, M. D. (2015). Training the body for health ism: Reifying vitality in and through the clinical gaze of the neoliberal fitness club. *Review of education, pedagogy, and cultural studies*, 37(1), 21-40. DOI: [10.1080/10714413.2015.988505](https://doi.org/10.1080/10714413.2015.988505)
- Pickett, A. C., & Cunningham, G. B. (2017). Creating inclusive physical activity spaces: The case of body-positive yoga. *Research Quarterly for Exercise and Sport*, 88(3), 329-338. DOI: [10.1080/02701367.2017.1335851](https://doi.org/10.1080/02701367.2017.1335851)

Notes:

- Group Assignment Due on Monday October 25th at 11:59 pm.

Week 9 (Nov 1 – Nov 6)

Nov 1 – Spaces of Leisure: Libraries

Readings:

- Wynia Baluk, K., Griffin, M., & Gillett, J. (2020). Mitigating the Challenges and Capitalizing on Opportunities: A Qualitative Investigation of the Public Library's Response to an Aging Population. *Canadian Journal on Aging*, 1-4. doi: [10.1017/S0714980820000367](https://doi.org/10.1017/S0714980820000367)
- Latham, A., & Layton, J. (2019). Social infrastructure and the public life of cities: Studying urban sociality and public spaces. *Geography Compass*, 13(7), e12444. Doi: [10.1111/gec3.12444](https://doi.org/10.1111/gec3.12444)

Recommended:

- Lee, S., Ryu, J., & Heo, J. (2021). Leisure and Social Supports in Relation to Positive Affect Among Older Adults. *Journal of Applied Gerontology*. doi:[10.1177/0733464821990485](https://doi.org/10.1177/0733464821990485)

Notes:

- Group Assignment Due on Monday November 1st at 11:59 pm.

Week 10 (Nov 8- Nov 13)

Nov 8 – Spaces of Leisure: Long-Term Care

Readings:

- Miller, E. (2016). Beyond bingo: A phenomenographic exploration of leisure in aged care. *Journal of leisure research*, 48(1), 35-49. Doi: [10.18666/jlr-2016-v48-i1-6254](https://doi.org/10.18666/jlr-2016-v48-i1-6254)
- Fortune, D., & Dupuis, S. L. (2018). The potential for leisure to be a key contributor to long-term care culture change. *Leisure/Loisir*, 42(3), 323-345. DOI: [10.1080/14927713.2018.1535277](https://doi.org/10.1080/14927713.2018.1535277)

Recommended:

- Kontos, P., Miller, K. L., & Kontos, A. P. (2017). Relational citizenship: supporting embodied selfhood and relationality in dementia care. *Sociology of Health & Illness*, 39(2), 182-198. Doi: 10.1111/1467-9566.12453

Notes:

- Group Assignment Due on Monday November 8th at 11:59 pm.

Week 11 (Nov 15- Nov 20)

Nov 15 – Retirement

Readings:

- Wood, L., & Kulczycki, C. (2018). A different leisure life: leisure experiences of snowbirds. *Leisure/Loisir*, 42(4), 481-504. DOI:10.1080/14927713.2019.1581994
- Calasanti, T., Carr, D., Homan, P., & Coan, V. (2021). Gender Disparities in Life Satisfaction After Retirement: The Roles of Leisure, Family, and Finances. *The Gerontologist*. Doi: 10.1093/geront/gnab01

Notes:

- Group Assignment Due on Monday November 15 at 11:59 pm.

Week 12 (Nov 22- Nov 27)

Nov 22 – COVID-19

Readings:

- Majse Lind, PhD, Susan Bluck, PhD, Dan P McAdams, PhD, More Vulnerable? The Life Story Approach Highlights Older People's Potential for Strength During the Pandemic, *The Journals of Gerontology: Series B*, Volume 76, Issue 2, February 2021, Pages e45–e48, <https://doi.org/10.1093/geronb/gbaa105>
- Son, J. S., Nimrod, G., West, S. T., Janke, M. C., Liechty, T., & Naar, J. J. (2020). Promoting older adults' physical activity and social well-being during COVID-19. *Leisure Sciences*, 1-8. DOI: 10.1080/01490400.2020.1774015
- Wang, Q., Liu, J. K. K., & Walsh, C. A. (2021). Identities: experiences and impacts of the COVID-19 pandemic from the perspectives of older Chinese immigrants in Canada. *China Journal of Social Work*, 1-19. DOI: 10.1080/17525098.2021.1923544

Notes:

- Group Assignment Due on Monday November 22 at 11:59 pm.

Week 13 (Nov 29-Dec 4)

Nov 29 – Animals and Nature.

Readings:

- Harmon, J. (2019). Tuesdays with Worry: appreciating nature with a dog at the end of life. *Leisure Studies*, 38(3), 317-328. DOI: 10.1080/02614367.2018.1534135
- Porter, R., & McIlvaine-Newsad, H. (2013). Gardening in green space for environmental justice: Food security, leisure and social capital. *Leisure/Loisir*, 37(4), 379-395. DOI: 10.1080/14927713.2014.906172

Recommended

- Dell, C. A., Chalmers, D., Gillett, J., Rohr, B., Nickel, C., Campbell, L., ... & Brydges, M. (2015). PAWSing student stress: A pilot evaluation study of the St. John Ambulance Therapy Dog Program on three university campuses in Canada. *Canadian Journal of Counselling and Psychotherapy*, 49(4).
<https://dev.journalhosting.ucalgary.ca/index.php/rcc/article/view/61079>

Notes:

- Group Assignment Due on Monday November 29 at 11:59 pm.

Week 14 (Dec 6 – Dec 8)

Dec 6 – Course Wrap-up

Readings: n/a

Notes:

- Research Paper Due on Friday, December 10th at 11:59 pm.
- There will be no readings, group assignment, or lecture for this week. Students are encouraged to use the extra time to work on their final papers due at the end of the week. The Monday virtual session will take place as normal, however, it will be unstructured, and it is not mandatory for students to attend. During the Monday session, students can ask any last-minute questions about the final paper or about the course content more broadly.

Course Policies

Submission of Assignments

Assignments should be submitted online to the appropriate folder on Avenue to Learn. Please adhere to the following criteria for assignment preparation: All assignments must include a title page with all relevant course information, adhere to the page limits specified, be double-spaced, and be formatted with 12 pt. font and standard margins. You must use **APA style** for the citations and references in all assignments. Please consult an APA guide directly or your library e-resource.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 2% per day. Late assignments will not be accepted after 7 days beyond the original deadline without appropriate documentation from the Office of the Associate Dean of Social Sciences.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the

same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the

beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.